

Universal Education—The Safety of a Republic.

VOL. XX.

ST. LOUIS, OCTOBER 9, 1887.

No. 10.

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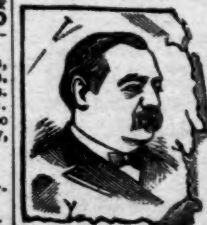
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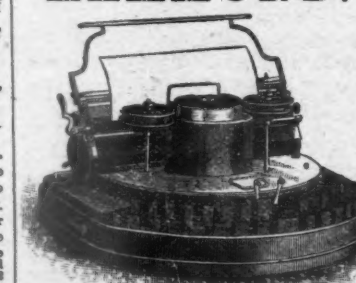
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NATIONAL AID IN THE ESTABLISHMENT AND TEMPORARY SUPPORT OF COMMON SCHOOLS.

The Education Bill

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This book contains fifty-four quarto pages and more than four hundred pages of an ordinary octavo volume. It is printed in this form to avoid mutilation of the valuable tables.

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CONTENTS:

INTRODUCTION, p. 2, cover.
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RESOLUTIONS OF KNIGHTS OF LABOR, p. 3, cover.

Similar resolutions by the Federation of Labor, the great teachers' associations, religious and other conventions, Trustees of the Peabody Fund, Johns Hopkins University, Union League, &c., &c., are on the Files of Congress.

RESOLUTIONS OF REPUBLICAN NATIONAL PLATFORM OF 1884, p. 3, cover.

RESOLUTIONS OF THE LEGISLATURE OF PENNSYLVANIA, PASSED APRIL, 1887, p. 3, cover.

Like resolutions have been passed by the Legislatures of Ohio, Alabama, Louisiana, North Carolina, Virginia, Tennessee and several other States.

OPINIONS OF PRESIDENTS AND TWENTY-EIGHT SENATORS OF THE UNITED STATES, p. 1.

THE BILL AS PASSED BY THE SENATE MARCH 5, 1886, BY A VOTE OF 36 YEAS TO 11 NAYS, p. 49.

THE BILL AS ORIGINALLY DRAFTED AND INTRODUCED BY MR. BLAIR, p. 48.

THE BILL AS REPORTED FROM COMMITTEE ON EDUCATION AND LABOR BY MR. BLAIR, 48th CONGRESS, p. 47.

THE BILL AS PASSED BY THE SENATE, 48th CONGRESS, APRIL 7, 1884, BY 31 YEAS TO 11 NAYS.

SPEECH BY HON. HENRY W. BLAIR, FEBRUARY 9, 1886, ON THE BILL, p. 3 to 48.

INCLUDING REPORT OF COMMITTEE ON EDUCATION AND LABOR, submitted by Mr. Blair, 48th Congress, p. 4-11, and SPEECH OF MR. BLAIR, MARCH 18, 1884, p. 14 and following.

FORTY-FOUR TABLES COMPILED FROM CENSUS OF 1880 AND RETURNS OF NATIONAL BUREAU OF EDUCATION AND FROM OTHER AUTHENTIC SOURCES, SHOWING THE ILLITERACY OF THE UNITED STATES AND THE NECESSITY OF NATIONAL AID TO COMMON SCHOOLS.

These tables cannot be duplicated and are the best historical authority for all time. They are of inestimable and permanent value, for no Educational Statistics of the Census of 1880, except to a limited extent in the Compendium, were or now can be published.

For captions of twenty-four of these tables see p. 48.

SPEECH OF MR. BLAIR IN THE SENATE MARCH 2, 1887, ON EDUCATION AND LABOR INDUSTRIAL COMPETITION BETWEEN THE NORTH AND SOUTH—NATIONAL AID TO EDUCATION ALONE CAN PROTECT BOTH LABOR AND CAPITAL, ESPECIALLY IN THE NORTH, p. 50.

Please read the following

Letter from Hon. JOHN EATON, President of Marietta College and former U. S. Commissioner of Education.

MARIETTA, OHIO, 30th June, 1887.

MY DEAR SIR:

You have put a most valuable mass of information into these few pages. In no other form is it now accessible to the public. Every thoughtful patriot should have a copy and preserve it.

In the future it will be prized, as are the data which lead to the enactment of the wonderful ordinance of 1787, on which our existence turned.

Sincerely yours, &c.,

(Signed), JOHN EATON.

From the "National Republican,"

June 29, 1887.

To give still further information on the proposed measure Senator Blair has issued a quarto pamphlet of 52 pages, which contains the bill as it passed the Senate, the arguments and facts brought forward by the Senator in its favor, extracts from the speeches of twenty-eight senators who advocated it, the testimony of numbers of educators as to its necessity, resolutions passed by various legislative and other bodies, including the Knights of Labor, indorsing it, and testimony from the best thinkers of the world as to the necessity of education and the evils which result from ignorance.

This book, which contains an immense amount of statistical information, should be in the hands of every person in the country. It is a most valuable work. One sentence in it is worth the cost of an ordinary book, and should be impressed on the mind of every American. It comes from Washington's first message, "Knowledge in every country is the surest basis of public happiness."

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AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XX.

ST. LOUIS, OCTOBER 9, 1887.

No. 10.

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OUR teachers are sentinals to warn the people of the danger and helplessness of illiteracy.

WE must unlock the future with our own hands.

It is now more than ever requisite to show the people the power and safety of an intelligent constituency.

UNDER the title, "Irrational Criticism," the *Illinois School Journal* discusses the unfairness of censure of school work based upon tests such as Charles Francis Adams first gave currency to. Articles of this kind enable teachers to adequately defend themselves against attacks from amateur reformers.

WHEN a good thing and a true thing is printed, all see it and all can possess it, and all can be refreshed and strengthened by it.

Circulate the printed page.

HE who can or is able, is he who *kens* or knows—from which it is evident a man is *king* to the extent of his cunning. Such is the current ethics of commerce.



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WHO can bound the realm of a man of thought?

OUR teachers work upon and develop mind constantly—and that gives us a new and a better civilization.

INDIFFERENCE to good and evil is the worst kind of intoxication, either in an individual or in a party.

WHEN party leaders are for any reason indifferent to good and evil, and the rank and file are thus corrupted, the lesson is a sad one and the sight a mournful one. Honest indignation then has the very purity and power of virtue.

INTELLIGENCE is not to relinquish any of its resources for any purpose whatsoever in this country—and Carlisle & Co. might as well understand this first as last.

To increase—to augment—to win strength—to make gain sure—the teacher must advance to *know* more to-day than yesterday—this is at once his glory, his life, his power. He opens in the chaos before him vistas of light. He knows that where thought is, there power exists.

It has come to be perceived that philosophy is a nourishment and poetry a need.

THE intelligent, large-minded people are liberal and progressive and helpful—the ignorant are bigoted, willful and despotic—they do not realize their relations to the public, which is doing so much for them to provide food, clothing and shelter.

THAT is interesting reading on page 11, in regard to the Premiums we offer our subscribers, for

"It adds a precious seeing to the eye."

CIRCULATE the printed page. This reinforces and inspires to right thinking and right action, until right thinking and right action become the *habit of life*.

INVITE in the parents, and the editors, and the lawyers, and the ministers—and let them all see what progress the pupils are making, what interest they take in the work, and how much the *schools* build up order and obedience and punctuality and industry. If the people can see what and how much our teachers are doing—they will sustain them liberally and stand by them. All these various interests are but *one* interest—and that is, a truer, better, nobler citizenship.

WHEN the JOURNAL urges the formation of Reading Circles and County Libraries, it does so in a well-supported belief that teachers need general cultivation much more than a constant comparison of school methods. Let the teachers be broad and intelligent in their interests, and the effect upon their class-room work will be as marked as it is mysterious to those whose zeal is neutralized by narrowness of sympathy.

Perhaps the recent invention of Historical Readers is meant to educate the teacher through the pupil. But will not the reverse of this process be found more economical and efficient?

LET us dispel all confusion touching the unrighteousness and danger of illiteracy in such a government as this.

This is the work our teachers are set to do.

ART progresses evermore, and its successive creations abide with us,

"A thing of beauty and a joy forever."

The beautiful does not drive out the beautiful—but adds to it and multiplies it. At each advance step we take in art, a new surprise of beauty awaits us.

BEHIND this modest teacher and working with him, is the spirit and power of a new civilization.

DUTY cannot shut its eyes to the danger and helplessness of illiteracy.

To every widening of the horizon by intelligence there comes an enlargement of conscience and of power.

LET all earnest teachers enlarge their power by an acquaintance with the achievements of the world.

Let the intelligent teacher cease to base her claims upon the theory of the mendicant, and assert for herself a place among the intellectual forces of her locality.

Let her excite an interest in the world's achievements, and she will soonest obtain the co-operation of the community in which she labors.

GEO. P. BROWN's article upon the "Essentials of a Recitation," is eminently of value; it urges, among other things, what we have been in the habit of calling the "Method of Encouragement," vs. the Method of Discouragement." The most essential factor in a useful recitation is sympathy between the minds of teacher and pupil. The teacher, like the orator, should first conciliate and awaken the interested attention of the pupil. This is the message of the Kindergarten, and it is a message to be accepted by those who would succeed. When this has been gained, effort will prove fruitful: without it, both teacher and pupil must fall short of really high attainment.

THE power of the printed page has come to be understood and valued. See that the people as well as your pupils get these ideas.

A GREAT thinker is a great benefactor.

Let us train the children to think.

GRATUITOUS instruction and compulsory school attendance—these are the two pressing necessities of these days.

No one can foresee the quantity of light and power which will be evolved by placing in our schools competent teachers and letting the children and the people come in contact with them.

Who can measure, or describe, or interpret, that faculty in the teacher which sets fire to and liberates the unknown and the immeasurable?

INTELLIGENCE will reclaim the heritage of the disinherited. The ignorant are disinherited.

NEVER will any wise man by vote or speech shake—in these days—those two august supports of society, justice and hope. Carlisle and Randall are not wise.

OUR teachers are at work in every school district in the United States, not only to secure, but to constantly make affirmation of progress.

THE valiant march on in advance, full of hope to cement and augment human concord and to glorify the peace and prosperity of the people.

A PEN recording a righteous sentiment or a vital truth, while it has the lightness of the wind, has also the power of the thunder-bolt.

Reasoning well leads all the time to acting well. How can people act well who are so ignorant they cannot reason? Carlisle and Randall stand for ignorance.

INTELLIGENCE, peace, progress and prosperity, are the radiant manifestations of the work done by our teachers. Let us stand by them—encourage them—support them. In this clear light there is safety for all, and the future is full of hope.

In connection with the "Reading Circle" have some interesting lectures on topics of general interest, which will refresh the minds and gratify the tastes of those who hear. It is an intellectual pleasure, refining and civilizing in a high degree.

These lectures and "Reading Circles" ought to be vastly multiplied in all our growing towns throughout the West and South. Utilize home talent all you can. Our teachers ought to lead off in these matters.

It is a great mistake to think that because you have read a masterpiece once or twice or ten times, that you have done with it. Because it is a masterpiece you ought to live with it and make it a part of your daily life.

THIS intelligence which makes the strong man—the great man—what is the power which evokes it, incarnates it, interprets and illuminates it?

What sort of awe and reverence ought we to feel for the teacher and the person who opens the vista of this new dawn.

WHAT is the average salary paid now? What is the length of the school term?

"METHODS" new, or old, are not quite so important, as is the question in regard to school estimates. Are they sufficient in all the States to keep the schools open nine months, and to pay the teachers an average salary of \$50.00 per month promptly, as other County and State officers are paid?

This ought to be done.

MONEY is plenty, business is good, let us make the school terms nine months and the average wages in all the States \$50.00 per month as a minimum. It can be done easily by a little effort.

We must educate a little more in all the States.

THE 33rd General Assembly of Missouri passed a general library law which will be found in the record of April 10th, 1885. In any incorporated city the proper authorities shall, upon application of one hundred tax-paying voters, give legal notice that at the next regular annual election a vote will be taken upon the proposition to raise a library tax not to exceed one mill on the dollar, and a majority of the votes cast at such election shall decide the question. In any village or township the application may be made by fifty tax-paying voters, and the special tax may be two mills on the dollar.

We think that this law furnishes an opportunity which should not be neglected. At least at the county seat the earnest teachers who attend the Teachers' Institutes should see to it that a reference library is secured. A pedagogical library will be found to repay the effort needed for securing it, and any county may be induced to raise the small amount required for this purpose even though unwilling to maintain a general library of which pedagogy shall be but a department. Let our live teachers keep this in mind, and see to it that the opportunity be not thrown away. This is an era when the efficient worker needs to avail himself of the results attained by other laborers. Ours is a period when the experience of the individual must be enlarged and enriched by that of all successful effort in his field of labor.

It is both safe and important to register all important packages sent by mail. Send ten cents to register, and your orders will go safely and quickly.

It is a well established fact that the intellectual and moral character of a nation is formed in its schools and universities, and hence it comes to pass that those who educate a people are always its real masters—though they go and are known by a more modest name.

AFFIRMING THE GOOD.

LET us keep at it. Affirming the good and permanent work our teachers are doing for their pupils and for the people, too.

Emerson says:

"Don't hang a dismal picture on the wall, and do not daub with sables and glooms in your conversation. Don't be a cynic and disconsolate preacher. Don't bewail and bemoan. Omit the negative propositions. Nerve us with incessant affirmatives."

Admirable advice this, and thoroughly characteristic of the philosopher of Concord.

We would that our so-called *Journals of Education* would more and more "affirm the good." Build up and strengthen and inspire.

Certainly the four hundred thousand teachers in the United States are doing enough in their teaching to fill our papers with a splendid record of growth and progress.

QUALIFICATIONS.

ANNA C. BRACKETT.

THERE are still many young teachers who seem to think that all required for the profession is what is called "a thorough mastery of the subjects to be taught." For the benefit of such, I copy a letter which I received not long ago, and which shows that there are other things required by those principals who are in the fore front of the educational work. When I say "for the benefit," I mean exactly that.

If I were hoping to teach, as so many young people are, I should be very glad of such an opportunity to test myself to find out whether I had the qualifications mentioned or not. I should not want to make a disastrous failure for the lack of self-knowledge, and I should prefer being a first-class chambermaid or waitress to being a third-rate or even a second-rate teacher.

I copy the letter exactly as it reads, omitting of course the name of the teacher referred to. It seems to me one of the most excellent statements I ever read:

"My Dear Miss Brackett: We have been talking recently with Miss —, whose teaching I believe you are acquainted with.

Will you be so good as to tell me if she has sufficient perception, force of character and personal influence, to make a good teacher of Literature and English Composition, for pupils from fourteen to eighteen years of age?

The work of the position also includes the preparation in these branches for entrance to college.

From what I have seen I should say that she has the instruction and experience necessary, but I cannot tell whether she would have the power of establishing a pleasant relationship between herself and a rather fastidious set of pupils, and give them a real love of the subject. Is she a judge of style in composition, and would she be able, not only to be critical, but to express her criticism in an apt, clear, and yet kindly way?

Is she likely to be helpful in planning work, as well as executing it?

Can you tell me anything of her family surroundings and antecedents? I think these are always significant."

Thus far the letter.

I sometimes have thought that the only thing requisite for a good teacher was quick perception. If she has that, she will know when her pupils are in difficulty, she will see the best way to help them out, and she will feel when they are safe on firm ground again. She will be conscious of the character of the child she is dealing with, and will not rebuke severely when she ought to speak gently, and she will not pass lightly over offences which she at once perceives to lead to grave errors in the future.

She will not put herself, but find herself, in the atmosphere of the child's mind, will distinctly know the end at which she wishes to arrive, and will skillfully adopt the right means for that end.

The fact that this quick perception is the first characteristic of a good teacher, will account for the fact that, other things being equal, a woman is apt to be a better teacher than a man. As a rule, I think it will not be disputed that her perceptions are finer and keener and her susceptibility to impressions from without, greater.

The second qualification—force of character—goes towards making an excellent teacher, because it prevents her being unduly influenced by public opinion, and helps her to stand fast to her own high ideals of the profession. She is thus enabled "high in that clearer air" to do broader and better work than she would otherwise do.

The third qualification—personal influence—is closely connected with this latter. Indeed, it might be said to be the outcome of it. Not long ago I heard a woman say, in speaking of a teacher whom she had had many years ago: "It was not so much what she said as what she was" that I listened to, and that influenced me. Emerson means the same thing when he remarks that "it does not make so much difference what a child learns as of whom he learns it;" and the whole life and work of Dr. Mark Hopkins have said the same thing.

Perception, Force of Character and Personal Influence: without any one of these three the man or woman may sit on a platform and ask questions and listen to answers, but will never be a teacher.

The question about planning work calls for intellectual power and executive ability. How many people we see who can teach—i. e., who have all the three qualifications spoken of above, and yet miserably fail for want of executive ability. Those who have it in a high degree, make extremely disagreeable children, as a rule, but rightly guided and waited for, most valuable men and women.

It is very easy to determine whether we have or have not this necessary quality. It is perhaps well to remark here, that it is by no means the same as will power, though some school keepers seem to be under the impression that it is.

As to family surroundings and antecedents, they are in some degree out of our own power. It is true, however, that they are of great significance.

WHICH of the two Premiums on page 11 shall we send you?

NOT AN AUTHORITY.

THE New York *World* is so full of enterprise that when there are no questions of moment before the general public, it provides exciting situations for passing the time. The balloon having failed to realize just expectations, the *World* has started a balloon of another kind under the charge of Prof. Thomas Davidson. As an aeronaut in the directions of philosophy, art, science, education, and special scholarship, it would have been difficult to make a more promising selection: and the *World* has shown its usual cleverness in finding a suitable agent. Prof. Davidson has these claims upon the credulity of the public: in the first place, he has visited Ignatius Donnelly at his home at Hastings, Minn.; and in the second place, he has (at least the *World* so states) a reputation "on both sides of the Atlantic as a keen and erudite scholar, philosopher and lecturer." It must be confessed that this international reputation (like that of two or three other gentlemen known to fame through local newspapers,) has been carefully concealed from those who have been more specially interested in Prof. Davidson. It is true that his reputation as a philosopher, as an educator, or as a special student of any subject but Latin and Greek as languages, has not been made among those who have had most direct contact with his work. We have not the slightest desire to rob the Professor of any fair claim to honor. We have shown a life-long readiness to recognize all kinds of helpful work. But with a knowledge of the Professor's career in St. Louis, at Cambridge, Mass., while "abroad," and since his

return to the "States," the *JOURNAL* finds no record of Shakespearian scholarship, no farther traces of the pursuit of philosophy than an occasional participation in the debates which sometimes sprang up in the Concord School (and in which debates the Professor was credited rather with a readiness to antagonize than with an acquaintance with the subject under discussion). In the interests of the sound scholarship which for twenty years the *JOURNAL* has sought to encourage, we admonish our readers to read the Professor's Shakespearian criticisms as they would other equally well-written and untrustworthy articles furnished by the daily press. With the caution that the Professor is never stable in his opinions and that he has, in no way known to those who have been associated with him, qualified himself for a hearing from students of Shakespeare, we can commend the article in the *World* of Aug. 28th as presenting popularly an account of what has been called the Shakespeare-Bacon controversy: the fact that there never has been any such real controversy recognized by special students to the contrary notwithstanding.

Miss Delia Bacon's work startled by its novelty, but was never considered as having any special value.

Judge Holmes' *Authorship of Shakespeare*, was the effort of a student and of a man of learning and marked mental ability, and remains as the only book of merit taking the Baconian view. Very plausible, an examination seems to tend to strengthen the view which he does not seek to support. While there is no doubt of the Judge's sincerity of conviction, there is unfortunately no more doubt of the fallacy of many important portions of the evidence. Such has been the judgment of students of Shakespeare, whether these were those who read for information and pleasure or were special students.

Mr. Appleton Morgan's articles belong to the sphere of the popular magazinist, as they add nothing to what was previously known, and for that matter do not state what was known as well as is done in an eighth of a column of the *World*.

The other writers upon this subject derive their importance from the subject and not from the weight of their testimony.

The points made in Mr. Donnelly's unpublished work, and foreshadowed in his articles in the *North American Review*, are: 1, "that Shakespeare did not write and could not have written the plays that go by his name"; 2, "that there is stronger evidence to show that they were written by Francis Bacon"; 3, that Bacon did write the plays.

The evidence for the first assertion can hardly be other than that offered

by Judge Holmes and not found acceptable by the world of Shakespearian students. The evidence for the second and third assertions receives an addition from Mr. Donnelly's cryptogram, but has hitherto been considered as refuted by the mental peculiarities of Lord Bacon as shown in all the work known to be his.

We do not feel that it is a matter of so great moment to decide that Shakespeare did or did not follow a modern custom of not writing his own works. We and our readers find any interest in the author occasioned solely by the works themselves, about whose existence and value no one disputes.

We have not undertaken to enter the controversy, but simply to warn our many readers who are active in Shakespearian study not to accept the compliments paid by the *World* to its scribe as other than a tribute rendered necessary for the success of the hippodrome rather than the recognized fame won by the Professor in the arena of actual conflict. So, too, we would add that our acquaintance has given us the kindest personal feelings towards the Professor; but it has likewise convinced us that he is in no sense a reliable authority as a Shakespearian student whose change of faith is either surprising, significant, or necessarily of long duration.



HON. JOHN E. KENNA,
UNITED STATES SENATOR FROM
WEST VIRGINIA.

"His integrity stands without blemish."—SHAK

MR. KENNA is the youngest man in the Senate of the United States. He was born at Valcoulon, Virginia, now in West Virginia, on April 10, 1848.

His early education was only such as an ambitious youth of good habits could pick up at odd hours at work on a farm.

He enlisted as a private soldier in the Confederate Army. He was wounded in action in 1864, and was among the soldiers surrendered at Shreveport, Louisiana, in 1865.

Upon his return to civil life he be-

came a student at Saint Vincent's College, Wheeling, after which he he studied law in an office in Charleston, and in 1870 was admitted to practice. In 1872 he was elected Prosecuting Attorney for Kanawha county, as a Democrat, and discharged the duties of this office until January 1, 1877.

The confidence of his legal brethren in his integrity, ability and learning was evinced by his election under statutory provision, to hold the Circuit Courts of Lincoln and Wayne. He was elected a member of the Forty-fifth Congress. He was his own successor for three consecutive terms, but he did not take his seat in the House of Representatives as a member of the Forty-eighth Congress on account of election to the United States Senate, as successor to Henry G. Davis. He took his seat on December 3, 1883, and his term of service will expire March 3, 1889.

Although he is a States-rights Democrat, with Senator Voorhees and Senator Wade Hampton he realizes that the greatest danger to this Republic to-day arises from the six millions of illiterates within its borders; and the further fact, that out of sixteen millions of children of school age nearly ten millions are not attending school at all.

He voted with the other forty-four Senators for Federal Aid to Education and while

WEST VIRGINIA.

would secure only a little over one million of money from this appropriation to help her schools, it was the larger, broader, and more patriotic view of the question which influenced Senator Kenna to vote for and to work for the passage of this bill.

Every teacher and school officer in West Virginia should sign and circulate these Petitions for Federal Aid, thus sustaining the action of Senator Kenna, and securing the \$1,057,895.33 to the school fund of the State.

The average monthly pay of the teachers in West Virginia is only \$26.31 per month for three months in the year. Certainly, West Virginia needs the \$1,057,895.33 to increase both the wages of the teachers and the length of the school term.

We will cheerfully and promptly furnish free all the Petitions desired, and other data showing the necessity for the passage of this bill.

Address Managing Editor AMERICAN JOURNAL OF EDUCATION, St. Louis.

THIS *JOURNAL* never was doing a more important work for the teachers and the schools in its twenty years life than it is doing to-day. Its circulation and power was never growing faster than it is to-day—thanks to its old and new friends. It will bring back to every teacher many times its cost.

Look over our Premium offers on page 11.

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American Journal of Education.

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FRANK J. WISE, Pine Bluff, Ark., } Editors.
J. B. MERWIN..... }

WITH this weapon of the pen we conquer.

OUR teachers wage a war of thought against matter. Of course they conquer.

THERE is no other sovereignty in this country but the people.

Carlisle and Randall assume to be autocrats and deny and thwart the will of the people and the conscience of the individual.

Let the people rebuke these would-be autocrats.

OUR teachers conquer ignorance by truth, and prejudice by reason.

INTELLIGENCE raises the populace or mob to the dignity of a people. Carlisle and Randall seem to prefer a populace—to a people.

LET this imposture of the autocrats—Carlisle and Randall—be unmasked—let their tyranny and usurpations be overthrown, and let the will of the people find expression and embody itself in law—in institutions which conserve the progress of society and upbuild the State.

GET some "tools to work with," early in the session. You can do ten times as much work and ten times better work, with *Blackboards, Maps, Globes and Charts*, than you can do without these "helps."

Get "some tools to work with."

THE printed page, remember, keeps the people well posted and well informed on all important matters and events now-a-days. The teachers should circulate the printed page liberally among their patrons.

PLEASE to remember and to state the fact that co-operation carries with it the vigorous sap of new interests and new ideas to the ten who join the new order of things. Each individual represents the united power of ten—the united intelligence of ten. Ten are vastly wiser than one, and in co-operation vastly stronger than one, and, despite all that can be said, vastly better than one. Ten cannot be bad, and get along,—each conserves the virtue, strength and intelligence of the other.

VASSAR COLLEGE takes a step in advance in conferring the honorary degree of LL. D. on Mrs. Christine Ladd Franklin, of Baltimore, who had previously been appointed fellow of the Johns Hopkins University of that city.

LET us commence early to agitate for estimates to keep the schools in session six months as a minimum and nine months where it is practicable to do so; and be sure that the estimates are large enough to cover the amount of \$50.00 as a minimum salary per month for all teachers. It can be done.

It is well and wise to send ten cents to register packages sent by mail.

Many of the postal clerks are new men and are not familiar with all the post-offices; but if a book or package is registered it will go safely and quickly to its destination.

OUR tax-payers and school officers too understand now that good *Blackboards* all around the school-room; a good set of outline Maps, and an eight inch Globe, are to the teacher in his work—what the sledge-hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district, however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school-house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see secs. 43 and 48) that directors shall provide these necessary articles.

SCORES of teachers and school officers send in ten cents to register the Cyclopaedia which they order as a premium with this JOURNAL.

They are wise to do this for it insures a safe and prompt delivery of this valuable book.

WHEREVER "The Peabody Fund" has been distributed in the South, it has proved a great help and a great blessing, in starting schools, so that the tax-payers could see the benefit resulting therefrom; and, without an exception, this fund has been supplemented by taxation to maintain and carry forward the school system thus inaugurated.

People instead of relaxing effort, have gone steadily forward, and taxed themselves, to add to this fund.

Judging from this experience, Federal Aid, temporarily granted to aid the South, would produce a like result in the future.

Let us press in petitions on Congress for Federal Aid. We will forward all petitions sent us.

THE autocrats—Carlisle and Randall—with their vast absurdity of keeping the people in ignorance in this 19th century should be remanded back to private life and the primary study of human government.

WASHINGTON UNIVERSITY,
Of St. Louis,
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For conditions of admission, or further information, apply to the officers named above.
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For particulars concerning board, tuition, catalogues, etc., address the A. resident, FRANK H. CURTISS.

20-3-131

Mention this Journal

CAN we not, by a little effort, kindle in every school district a thousandfold more interest and enthusiasm this year than ever before in the education of the people? To this end we ought to multiply Reading Circles, meetings, lectures, recitations and exhibitions of the school work.

Enlist the local papers to put in short items of what is being done in your school.

Keep full of hope, sweetness and light yourself.

Get a nine months' term of school voted.

The teachers aid the local papers more than all other influences put together. They create constantly an intelligent constituency who demand and are able to pay for newspapers.

\$250 in Cash! 3 Worcester's and 3 Webster's Dictionaries, worth \$80, and 4 Dictionary Holders, worth \$15.00, given as PRIZES for best essays answering the question "Why should I use a Dictionary Holder?" For full particulars, send to LAVERNE W. NOYES, 99 and 101 W. Monroe St., Chicago, the master of Dictionary Holders. Or inquire at your Bookstore.

10-20-17. Mention this Journal

THE appalling illiteracy of some of the States—growing as it is—imposes stern duties on our teachers, educators and law-makers. Intelligence and light must resist illiteracy and darkness and the danger involved.

PLEASE to carefully note the *fact* yourself—and call the attention of your friends also to the fact—that we will send you *Fifty* of these stamp



photographs of yourself, and the AMERICAN JOURNAL OF EDUCATION postpaid one year for \$1.00.

Better

"Secure the shadow
at these rates
Ere the substance fadg."

WE fear our teachers and school officers do not weigh quite as carefully as they ought these *practical* wise words of Prof. S. S. Parr, Principal DePauw Normal School, Indiana: "The live teacher who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true, because so much *more* work can be done, and so much *better* work can be done "with these proper tools for teaching."

An eight-inch Globe, a set of Maps, a good *Blackboard*, and Reading Charts are *absolutely* essential for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these *tools to work with*, without delay.



REV. DR. A. R. HORNE,
ALLENTOWN, PA.

"We are born to do benefits."
—SHAK.

THE REV. DR. A. R. HORNE, Editor and Publisher of the *National Educator* for the last twenty-seven years is as genial and jolly to-day as if all of life and its joy was yet before him.

He believes, with Marcus Aurelius, that, "when thou wishest to delight thyself, think of the virtues of those who are with thee—for nothing de-

lights so much as the examples of the virtues of activity, liberality, learning and modesty—wherefore we should keep them before us;" and with Shakespeare—that,

" 'Tis a kind of good deed to say well."

At the age of sixteen he commenced his work as teacher of a public school within half a mile of his birth place, in Bucks county, Pennsylvania. He taught three successive terms there, and was then called to preside over the public schools of Bethlehem, Pennsylvania, where he remained till the fall of 1854, when he entered Pennsylvania College, Gettysburg, where he was graduated in 1858. Before graduation he had entered already on his labors as Principal of the Bucks County Normal and Classical School, Quakertown, Pennsylvania.

In the summer and fall of 1881, 1882, and 1883, he was engaged as State Institute Instructor in Texas and Louisiana, having traveled over the greater part of these States, and co-labored with the State superintendents and prominent educators, not only of these States, but of the Southwest. Dr. Horne is a clergyman of the Evangelical Lutheran Church.

His articles on "Common Sense in Teaching," "Health Notes," and "Useful Information" are very extensively read.

BACON is right when he bids us read, not to contradict and refute, nor to believe and take for granted, nor to find talk and discourse—but to weigh and to consider. And in these times, and in the times before us, that promise or threaten deep political, economical and social controversy—what we need to do is to induce our people to weigh and consider.

We want to teach them to cultivate energy without impatience, activity without restlessness, and inflexibility without ill-humor.

PROF. GEO. P. BROWN, of the *Illinois School Journal*, says:

"A word of approbation or approval is as easily uttered as an innuendo or a sneer, and it is infinitely more helpful to our brother and better for ourselves.

Vinegar and mustard may be wholesome as condiments, but they make a murderous diet. We would do well to cultivate more the spirit of mutual confidence and support.

Every teacher who performs his duty faithfully and conscientiously, is a hero. Would there were more of the spirit of hero worship among us."

We endorse the above again and all the time.

Carlisle and Ingalls stand as against light—against the upward movement of the human race—but truth is hard-lived and strong, and will live when these ephemera are dust!

OUR teachers are prophets.



PROF. J. B. NYE,
AUTHOR.

"In sweet music is such art,
Killing care and grief of heart."
—SHAK.

PROF. J. B. NYE was born in Pennsylvania in 1851, and is still a resident of that State. He is the author of a New Musical Transposition for the Organ, Piano and Voice—as well as a writer on music. His communications to the AMERICAN JOURNAL OF EDUCATION in favor of the more thorough and extended culture of music in our schools, have been extensively copied, and the results are already apparent.

Mr. Dennis G. Paramore of Middletown, Pa., was he claims his *best* teacher, showing him the possibilities opening up before the faithful and determined student, and how

"That men may rise on stepping-stones
Of their dead selves to higher things."

Plutarch said—and it is well for all to give most earnest heed to this wise old philosopher—Plutarch said:

"That whoever he be that shall give his mind to the study of music, if he meet with a musical education proper for the forming and regulating his inclinations, he will be sure to applaud and embrace that which is noble and generous, and to rebuke and blame the contrary as well in other things as what belongs to music; and having reaped the noblest fruit of music, he may be of great use, not only to himself but to the commonwealth."

Aristoxenus also claims "that music was introduced at banquets, for the reason that, as wine, when drunk, weakens both the body and the mind, so music, by its harmonious order and symmetry assuages and reduces them to their former constitution. And, therefore, it was that Homer reports that the ancients made use of music at all their solemn festivals.

Plato, and many others of the ancient philosophers, were of the opinion that there "could be no motion of the world or rolling of the spheres without the assistance of music, since the Supreme Deity created all things harmoniously."

Thus we see that all along down through the ages, great men have not only given attention to, but provided for, the cultivation of this "enchanting harmony." We hope, therefore, those

"That never read so far
To know the cause why music was ordained"
will recast both their thought and their reading.

After digging out the "whys" and the "wherefores" of this science, Mr. Nye entered the International College of Music in Chicago, of which Prof. G. S. Rice is President, and pursued his studies there until he won a "Diploma" for his culture and efficiency in this art. He was appointed "State Examiner of Eastern Pennsylvania" after his return to his native State.

After much study and years of experimenting, he discovered the analysis of the Key-board of the Organ and Piano, which he secured by copyright.

Prof. Nye says:
"Teach the rising generation the Science of Music, and you teach them the habit of closest thought, accuracy of expression and refinement of manner. Song is the language of gladness and the utterance of devotion. It is also physically beneficent—it raises the circulation—wakes up the bodily energies—and diffuses life and animation to all."

Under the influence and teaching of his own art, Prof. Nye can, with Tennyson say—

"Regret is dead, but love is more
Than in the summers that are flown;
For I myself with these have grown
To something greater than before."

Prof. Nye still resides at Swatara Station, Dauphin Co., Pa.

"STAND out of my sunlight," says the student to the drones.

AT home as well as in other States the *fact* has been established that the money paid by the teachers of Missouri to circulate 150,000 copies of the AMERICAN JOURNAL OF EDUCATION among the people, has been returned to them many times over in the average increase of wages from \$27.00 per month to an average of \$47.50 per month.

Let us take hold now, and make it an even \$50.00 per month, for nine months in all the States.

The leading teachers in other States realize the power of this JOURNAL in this direction too. They are circulating it more extensively in all the States as State boundaries do not limit the necessity for Education nor the power which intelligence gives over ignorance.

WHO sends these new great souls to the world waiting—who fills them with a life which is more than life? Such teachers come to re-create the world and to give to every power a double power.

TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN..... }

TEXAS needs the *aid* the Blair Bill would give, to furnish the money to pay her teachers promptly.

Texas would receive \$3,920,913.78—if this bill should pass. With this amount they could *pay* for and secure competent *County* supervision of their schools; increase the school terms to *nine* months out of twelve; and pay competent teachers, as we ought to do, a minimum salary of \$50.00 per month—not only in this, but in all the States in the Union. Let us at least arrange to pay the teachers promptly at the end of each month, without further delay.

It is possible that before a higher intelligence comes to be a universal possession, the people may be yet more persecuted and tormented, but they will never be conquered.

Carlisle, Randall & Co., may as well understand this.

Every great cause triumphs only at the expense of great sacrifices.

The highest liberty exacts the noblest martyrs, who descend into dungeons or expire on the cross; but their agony is transformed into balm for universal wounds, and their death brings life to the nations at large.

WHAT IT COSTS.

It is time, that we should stop throwing away over \$100,000,000 per year. Prof. F. A. Marsh, of Lafayette College, Ex-President of the Philological Association, in pleading for a reform of English spelling, says that we throw away \$15,000,000, paying teachers for addling the brains of our children with bad spelling, and at least \$100,000,000 more, paying printers and publishers for sprinkling our books and papers with useless and silent letters.

OUR teachers should look carefully after the practical application of what they teach in the shape of assisting the pupils not only to write letters, but receipts, checks, drafts, interest-bearing promissory notes, bills of account, and other business forms. Try them, and find out whether this can be done or not. If satisfactory results are obtained, see to it that a certain portion of time is spent in this direction, until these practical results are accomplished, and the pupils can do these things correctly.

A BURDEN of six million illiterate, helpless, vicious people, turned into productive, law-abiding, happy citizenship—this is what the Blair Bill means!



HON. D. W. VOORHEES.

U. S. SENATOR FROM INDIANA.

"A son who is the theme of honor's tongue."
—SHAK.

STANDING in his place in the United States Senate, not only as a "Democrat," but as a "States-rights Democrat"—Hon. D. W. Voorhees, in speaking of the Blair Bill said:

"The measure has never been surpassed, in the elevation and benevolence of its spirit, nor in the magnitude and value of its immediate and ultimate purposes."

In this great and unanswerable speech—in evolving the broader view of life and duty under the conditions of the country, he seems to have

"Dipt into the future, far as human eye could see,
Saw the vision of the world, and all the wonders that would be."

and realized that the soul beclouded with the night of ignorance, must forever remain not only unconscious but helpless.

With the ken of a prophet and a patriot he rises to the clear height to which these sentiments will carry one, and continues his plea for the "immediate and ultimate purposes" of this beneficent measure.

"I doubt not thro' the ages one increasing purpose runs,
And the thoughts of men are widened with the process of the suns."

He asks, in continuing his speech, pertinently:

What else has been done in the matter of education as a

NATIONAL WORK?

Do Senators forget recent events? Since the war more than \$6,000,000 not in lands, but in money, have been appropriated by Congress for colored schools in the South. I have the appropriation acts here if there is any question as to my statement. The freedmen's schools have been fed with national appropriations during the last twenty years, and to the extent of over \$6,000,000.

Is it not somewhat late in the day to call in question

THE POWER OF CONGRESS.

to pass the pending measure? I give you a precedent in your own day and generation. How is it to be answered?

Do you oppose this bill by saying that the schools for the freedmen were unconstitutional? Why then was that question not tested in the courts? It could easily have been done at the proper time.

But, sir, I come to a still later date and even a more striking illustration. Within the last twelve months, during the last fiscal year, Congress appropriated \$400,000 with which to educate the Indian children at Hampton and Carlisle. How will you answer that?

Where were the voices now so eloquent, where the speeches now so learned and so long, when that bill passed the Senate, taking \$400,000 of tax raised revenue out of the Treasury with which to instruct and enlighten the little copper-colored, dark eyed, straight-haired children of the desert within a hundred miles of this Capitol?

Where were these vigilant sentries of the Constitution then? Were they dozing on their posts, or is the dusky Indian dearer in their regard than their own blood and kin?

THE WHITE CHILD

is in this bill; the white face is here as well as the dark one. Is the barbarian's child of the forests, the offspring of the frontiers, a more important and cherished object of your care than the *white child* of the South?

Does the Constitution expand in its application in one direction and contract in another? Is there a certain elasticity in the Constitution toward the schools at Hampton and Carlisle and a contractability in the same instrument when applied to schools of your own?

I am amazed, it fills me with wonder, when I hear some of the arguments which have been advanced on this floor. There is not a year, nor a month, nor a week, nor a day since 1789 to the present hour in which the authority in this bill in one shape or another has not been the active policy of this Government for our own people as well as for other races. This policy fills

ALL OUR HISTORY

with its precedents, and the whole land with its blessings.

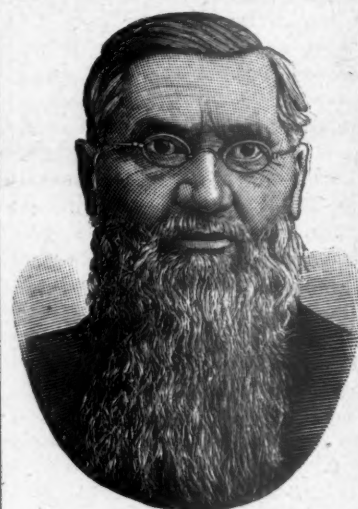
But, Mr. President we have heard much able and learned discussion in regard to a strict construction of the Constitution. Sir, I am for strict construction of the Constitution. I am am for strictly construing it in order to accomplish, not to defeat, the great ends for which it was ordained. I wish to so construe it as to promote and fulfill those beneficent and lofty aims proclaimed in the instrument itself.

I would strictly construe that immortal instrument as a vital, affirmative force for the achievement of its own declared purposes, and the accomplishment of our destiny as a united and enlightened Republic. To me it means what it says; to my mind

there is not a meaningless provision in it.

When it declares its purpose "to promote the general welfare," and declares further on among the grant of powers that Congress shall provide for that great end, I do not feel at liberty to assume that the framers of the Constitution were indulging in words, mere words, without meaning, life, or force.

I firmly believe too that the power of self-preservation exists in this Government. The object of its creation was to live, not to die."



DR. JOSIAH L. PICKARD.

"Thou art a grave and noble counsellor."
—SHAK.

IN our issue of August we referred to the recognition given by J. W. Akers of Iowa, to the quiet, persistent, incalculable service rendered to the cause of public education by Wm. T. Harris, J. L. Pickard, A. T. Rickoff, and possibly one or two more.

Later, in our issue of Sept., we gave an account of the unostentatious services rendered by Denton J. Snider.

It had long been our intention to acquaint the new generation with its obligations to the old, for we believed that the success gained by these men in so short a time should stimulate and encourage those who have to contend with the difficulties of the pioneer and who must sometimes be tempted to replace the struggle of the honest worker by the cheap self-assertion and self-seeking combination which may assure reputation irrespective of desert, and which substitutes for conscientious labor the much more delightful task of filling the lamps whose fuel is self-complacency.

For twenty years the AMERICAN JOURNAL OF EDUCATION has been constant in the work of advancing educational interests of all kinds. The JOURNAL has been the friend of education without the limits of color, section, extent, or condition as public or private. If this course sometimes suggested doubts as to the soundness of our enthusiasm, it has after

many days brought us the recognition which we desire; it has made us acquainted and kept us acquainted with the work of many to whom we are personally unknown; and we now propose to record services of which those who rendered them would be too modest to speak.

The resignation of Josiah L. Pickard as Chancellor of the Iowa State University, took place at the close of the scholastic year of 1886-1887, and makes an occasion for our reproducing his biography and venturing a few words in characterization of his services as an educator.

Dr. Pickard was born at Rowley, Mass., in 1824. Like so many sterling men of his generation, he derived his elementary education from the common school; his secondary education from an Academy at Lewiston Falls; and his collegiate education from Bowdoin, whence he was graduated in 1844. Like so many other young men, he engaged in teaching until a larger acquaintance with the world of practical life should show him how to strike and where. A year in charge of the North Conway (N. H.) Academy, was followed by an attack of that fever which caused the most ambitious and most capable of New England's younger sons to seek the life of the West. Jo Daviess County, Ill., became young Pickard's first objective point, but he soon removed to Platteville, Wis. Here for the next thirteen years Mr. Pickard had charge of the Academy which gained a reputation not yet forgotten by those of the vicinity and generation. Mr. Pickard then became State Superintendent of Public Instruction, and after having twice been re-elected, he resigned to take charge of the Chicago Public Schools. From 1864-1878 Mr. Pickard filled this difficult position, although he resigned once only to be again called into service. Upon his retirement from the Chicago Superintendency, Prof. Pickard was called to the Chancellorship of the University which has since had the benefit of his matured wisdom and unfailing effort. It should be added, that in 1866 he had declined the Chancellorship of the Wisconsin State University.

All these details have value as lending substance to a personality always remembered by those brought in contact with it, but more difficult to convey by description. Dr. Pickard so honestly earned his reputation in Wisconsin, the State of his real novitiate, that the abundance of other teachers of merit never led to forgetfulness of Dr. Pickard, or of offers to secure for Wisconsin the services of so capable, judicious and trustworthy a teacher. So, remembering the intelligent interest taken by the citizens of Wisconsin in their public institutions for education, remembering the success achieved by Chancellor Bascom,—so that next to Michigan, Wis-

consin is the best known of the Western States, at least educationally—remembering this, we shall be certain that in those days at least it could not be said that those shores alone were mute to sounds that echo farther West than your sires' Islands of the Blest.

There is to an earnest man special value in praise earned from those who as neighbors and it may be as competitors, know his weaknesses, and cannot at all be imposed upon by self-assertion. We feel sure from our acquaintance with Dr. Pickard that he values more highly the recognition of his unfiring but unpretentious services at Platteville and Chicago and Iowa City, than he would that international reputation which, from the character of those who are said to possess it, must be as easy to gain as it must be valueless, except as an aid to a "boom." No one connected with the interests of public education between the years 1864-1887 failed to know of the existence and continued labors of Prof. Pickard, but it is very doubtful whether those from abroad, who visited Chicago in the interests of education, gave the schools any more intelligent attention than they did when visiting St. Louis.

Dr. Pickard, as we have said, rendered his services to the Chicago schools when growth proceeded by bounds, not steps, and when there was required just that remarkable combination of shrewdness, good judgment, and entire honesty of purpose which have always marked Dr. Pickard as an administrator. Prof. Pickard was as well known in Chicago as were the leading representatives of money interests, and in spite of the hurry and self-absorption of Chicago's restless population, it still had time to wish its educational interests to be in capable hands, and to recognize their safety when confided to Prof. Pickard.

To the Iowa State University Chancellor Pickard rendered the great service of converting from a pleasant fiction into a stable fact the supposed relationship of the State University to the other phases of public instruction.

Michigan, Wisconsin and Iowa now have a system of public instruction, each part of which secures the strength of the other parts, as if the structure were an educational arch. Other States, as Missouri for example, try to keep separate those interests which from their nature should be mutually self-supporting. The sympathy of the Mo. State University with the common schools and high schools of the State has yet to be fully realized by the school system, and many who support the State University are violently opposed to any means of transition thither. The reports of St. Louis, Chicago, Cleveland and Cincinnati in the days of Dr. Pickard's Superintendency furnished

the ablest studies of practical educational questions, and it is not robbing the others to assert that Prof. Pickard's showed those qualities of careful practical insight which came to be associated with his name. Chicago, happier than St. Louis, replaced Dr. Pickard by a man equally conversant with her educational interests and above the suspicion of interested motives. While it is glory enough for one man to have achieved lasting remembrance in Wisconsin—to have had unquestioned control of the Chicago schools during the most trying period of their development—and to have recognized, and to have caused others to recognize, the natural relationship between the various grades of schools in Iowa—still it is because we know the fidelity, serviceableness, and freedom from self-seeking of Dr. Pickard, that we feel called upon to set him before those who are now trying to settle for themselves the requirements for an educator. We believe that while a good method may render less disastrous the efforts of incompetent teachers, yet that for the proper results to be sought from public education, the teacher outweighs the method. Let the teacher have that sincerity and conscientiousness with which New England formerly endowed at least her budding pedagogues, and the school influence will be such as we profess to desire. Let the teacher seek, first, his own advancement, and let him have learned how superior to his trust are the possibilities of money to be made by acting as a book agent, and we shall be forced to accept such governors and others in authority as have at one time or another almost ruined the schools of Brooklyn, Chicago, Cincinnati and St. Louis. Those who wish to know the men who as successors to Horace Mann carried forward the great work with which his name is identified, will find it to their profit to acquaint themselves with the Chicago School Reports from 1864-1878, and with the annual reports of the Iowa State University from 1878.

The recent death of Mark Hopkins of Williams, removed one of our educational bulwarks, and the college presidents who seek the interest of their college as in conflict with those of popular education, are quite numerous. Therefore, we congratulate the people of Iowa upon being able to partially retain the services of Chancellor Pickard, who is still to deliver his regular course of lectures on Political Economy.

TEACH Geography so that the movement of a pointer over the map is as the unrolling of a panorama before the eyes of the class, so that the children are able to describe the landscape, industries, and associations of a given spot on a blank map, and you may let the map itself do the rest.

THE BEST OF THE GOOD.

WE are quite sure this is a good creed for every-day life, everywhere:

We will repeat the weakness of no person. We will dismiss it at once as a bit of unfortunate knowledge.

Hear no evil. Dwell apart from thoughts of viciousness and vice. Gossip about goodness.

Entertain one another with the excellences of your neighbor. Tell me of only the noble characteristics of your acquaintance. I gain the double potency of his goodness and of your affinity. But tell me of his faults, acquaint me with his defects of character, and I become a cynic with thinking upon motives, and misanthropic under the weight of our combined depravity.

I wish to hear the best of the good and only the good of the best. We understand the truth of this simple word of George Eliot: "It is always good to know, if only in passing, a charming human being; it refreshes one like flowers and woods and clear brooks." It conduces to our happiness to know the lovable.

It adds to our delight to know the joyous.

Knowledge of virtue savors life. A morning glance of purity sweetens the day. Our nobleness rises to meet that of other men. Plant in your social vineyard fruit-bearing friends. I wish to grasp that man's hand from whose heart will flow a current of strength to my own, whose words upon my ears will have the rousing effect of martial drums.

I wish to look into feminine eyes, into those feminine eyes whose mild glance imparts the charm of virtue, from whose dark reflecting depth come gladdening gleams of purity, and to meet whose grace and loveliness there arise throngs of virtues in my soul, to whose presence I had theretofore been a stranger.

OUR teachers would do well to invite the lawyers and the doctors and the ministers, and some leading intelligent farmers and merchants also, to address the Reading Circles at the school-house on, "Education," or "Science," or "Culture," or "Character," and have some good music by the school, and a few short, very short, spirited "Recitations" by the pupils. Close promptly at 9 o'clock, or a little before. Never hold the people after that—and great good will be done—a new interest will be created—people will find out how much they know and it will do good to all. Don't delay. Your pupils can make an interesting and profitable evening, too—if the other people fail.

THESE teachers that cannot be bounded by Arithmetic and Geography and Grammar—these are the men and women we want in our schools.

ILLINOIS

EDITION

American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN }

To avail one's self of the *ubiquity* of the printed page, to be everywhere at the same time with an inspiring, consoling thought—this is the work our teachers are set to do in the world.

To go forth—to arouse and to awaken, to work a deliverance—this is the mission of the pen.

THE man who utters a truth—though he speak low—speaks very loud.

PUT together those who love the right—those who think—and those who work—and no power on earth can resist them. The teacher has a double function—an individual heroic life—and a fearless public action.

"I have slept badly," said an unrighteous leader of a wicked faction.

OUR teachers are to re-lay the foundations and corner stones of a new and juster civilization.

SIX MILLIONS liberated from the darkness and bondage of ignorance! This is what the Blair Bill means!

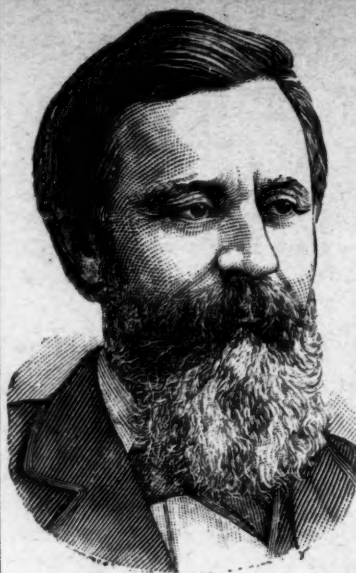
TRULY the locomotive is the modern syren! It bides not in waiting as did the ancient, it sings no song of enchantment, but comes rushing like a whirlwind, and with demoniac shriek warns you to fly from its track if you would not instantly be devoured.

And this is the syren song of practical civilization! No time for music—no heart for poetry—no soul for the beautiful at all. Life has no purpose but that the individual shall get himself rich, and perchance be now and then amused! The only rhythm worth considering attentively is the rhythm of the trip-hammer. The only music that hath charms to suit the practical ear consists of the roar of commerce rolling over granite pavements. Behold Puritanism secularized!

AFTER all what is in truth practical, save that which serves to aid in developing the perfected life of the soul? It may be that no treasure can be truly mine until I have wrought its transformation into the Pearl of Great Price. That, may be, is the one genuine alchemy.

YOUR friends will thank you for calling their attention to our Premium offers on page 11.

OUR "Aids to School Discipline," interest parents as well as pupils wherever they are used.



HON. H. W. BLAIR,

UNITED STATES SENATOR FROM
NEW HAMPSHIRE.

"It is twice blest;
It blesseth him that gives and him that takes."
—SHAK.

THIS in brief is the Blair Bill. In pursuance of this truth the several legislatures which have convened since Congress adjourned, have passed resolutions endorsing this measure similar to that passed by the legislature in New Hampshire (Senator Blair's home).

"Resolved, By the Senate and House of Representatives in general court convened, that in view of the alarming state of *illiteracy* now existing in certain sections of the country, and considering the great danger to republican institutions that may result therefrom, unless some adequate remedy is afforded, we approve the measure known as the Blair Education bill substantially as it passed the Senate in 1886; and the Secretary of the State is directed to send copies of this resolution to the President of the Senate and the Speaker of the House of Representatives at the meeting of the next Congress."

As the real merits and provisions of the Blair Bill come to be clearly understood by the people, the volume of sentiment in its favor is constantly increasing. Most of the "opponents" of the bill, when questioned as to their objections to the measure, are obliged to confess that they have *never read* it.

This proved to be the case in a State Teachers' Association lately convened. A resolution was introduced condemning the measure. An inquiry was made as to what particular feature in the measure the writer of the resolution objected—when, lo! he was obliged to confess that "he had *never read the bill!*"

Then all who had read it were requested to rise. Not one of all that *valiant* crowd of "opponents to the Blair Bill" rose to their feet! Hence we say, most of the opposition to this

measure comes from *ignorance*—comes from those who have *never read* it.

We are not to blame for this ignorance. The AMERICAN JOURNAL OF EDUCATION has published the bill—commented on it—is in favor of it—has circulated more than 100,000 copies of it. Senator Blair has furnished a great number for circulation, and copies can now be had with all other necessary data in connection with it for 25 cts., by addressing the American News Co., New York.

There is no further excuse for opposing the measure, no need for any one, except those willfully blind

"To choke his days
With barb'rous ignorance."

The fact is well established both by law and by precedent, as stated by Senator Blair:

"That the General Government possesses the power and has imposed upon itself the duty of educating the people of the United States whenever for any cause those people are deficient in that degree of education which is essential to the discharge of their duties as citizens either of the United States or of the several States wherein they chance to reside."

What now is our form of government but government of the people by the people? But how can the people govern, how exercise sovereignty, except they have the *knowledge* requisite to that end? Sovereignty requires as much intelligence when exercised by the people as a whole as when exercised by a single individual; it requires more.

Government for the people by the people implies that degree of popular intelligence which will enable the masses of men to comprehend the principles and to direct the administration of government in such way as to promote the general welfare.

Our form of government therefore requires a higher degree of intelligence on the part of the sovereign than any other form. That sovereign is the whole body of the people.

How, then, can the republican form of government exist and continue to exist unless from generation to generation, in perpetual succession, the citizen sovereigns are educated?

But the question is deeper still. How can civilization exist without education? What is civilization but the result of education—of the development and training of the powers of the individual? All human progress and happiness are, in the higher and broader sense, but education which confers the capacity both to do and to enjoy. If, then, to educate is to civilize, the great duty which society owes to the individual is to educate him, and the benefit thus conferred he is bound to return.

Suffrage without this intelligence in this country gives this ignorant mob

"Most power to do most harm—
Least knowing ill."

ORAL SCHOOLS FOR THE
DEAF.

THE Oral method of teaching the deaf through speech, has been in vogue in Germany for more than a century. Some time ago it was adopted in Italy; other countries followed, and France, by decree of the Government issued some four years ago, also adopted this method.

There are now some sixteen Oral schools for the deaf in the United States; in New York City, Boston, Northampton, Mass., Englewood, Ill., Portland, Me., Milwaukee, Philadelphia and Scranton, Pa., La Crosse, Wisconsin, and one recently established in St Louis. Many of the sign institutions also have an Articulation Class where the children are taught orally from one-half an hour to five hours per day, and are thrown in contact with signs and use them freely the remainder of the time.

No one who carefully investigates the matter can fail to see that speech and Lip-Reading, given as a sort of an accomplishment, can ever be of much practical benefit. If all signs are discarded, and the deaf child depends upon speech and Lip-Reading alone, he will develop speech much more rapidly and satisfactorily.

To many persons who are unacquainted with the Oral method, it is more or less of a mystery how a deaf child is taught when he first enters school—before he has acquired a word of speech. He is shown a picture or an object and his attention is directed to the mouth of the teacher, who pronounces the word slowly and distinctly. The child soon understands that the word on your lips is represented by the object which he is shown, and makes an effort to imitate the teacher. The effort will no doubt be very crude at the beginning, but in a few months the child will have obtained quite a vocabulary of words; and, as the object or picture is shown every time the word is spoken for his benefit, he will understand the meaning of the word by the time he can articulate it well.

From this beginning simple sentences are built up, and the child gains new words and new ideas every day. As soon as he has the necessary language, the ordinary English branches may and should be taught. Many deaf mute children develop Lip-Reading and language so perfectly as to be able to attend school with other children who have hearing. It is well for a deaf child to enter school at as early an age as possible, though some acquire a few words before entering school, if their mothers continue to talk to them as though they had hearing. Under trained teachers, who thoroughly understand the mechanism of speech, they will, as a matter of course, advance much more rapidly.

Many children and adults lose hear-

ing, after having acquired speech, through illness. It is a very easy thing to give Lip-Reading to all such, and thus open to them once more the closed doors of communication. I have seen deaf children who were almost perfect Lip-Readers, and who could converse easily with all around them.

If a deaf child acquires speech and Lip-Reading his whole life is changed in his relation to the world. He is no longer out off from all social intercourse as soon as he leaves the institution where he received his education; his happiness is greatly enhanced. I have known instances where the whole expression of the child's face was changed after he began to talk, and the sullen, morose, frowning mute seemed to feel that he was no longer unlike his fellows.

It must be a dismal, lonely state of affairs to be shut up entirely within one's self, and it is no wonder that many mute children give others the impression that they have a furious temper, when all their emotions are penned up within the small compass of their own little world.

As they acquire speech, and thus have the power of expressing themselves, they become more gentle, peaceable and happy. I am convinced that the acquisition of speech opens to the deaf child an ever-increasing source of enjoyment and education.

RILLA L. PARKER,

Principal Oral School for the Deaf, 2704 Morgan Street, St. Louis, Mo.

We have secured another small installment of the "World's Cyclopaedia," so fully and completely described here, which we shall send, *postpaid*, with the AMERICAN JOURNAL OF EDUCATION one year for *only one dollar*.

Our friends who failed to get it before—when we offered it—can now secure it. It ought to be on the table of every teacher in the United States. Send early. "First come—first served."

In my better moments I insist that though the school may prove a fire through which the pupil passes to his own purification and ennobling—it is rather a paradise for the true teacher, who is ever discovering new beauties and experiencing new pleasures through his re-examination of old themes under new conditions and in new lights. Nor are these themes narrow or limited in their range or interest. The themes of the school-room are nothing less than these—the *world and man*.

If you would behold the grandeur of Nature, traverse the world on foot. If you would behold the greatness of man, as the master of nature, traverse the world in a railway train.

SIX MILLIONS—consumers of all our varied products—this is what the Blair Bill means!



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Send us One Dollar and a Picture of yourself, and we will send you the AMERICAN JOURNAL OF EDUCATION

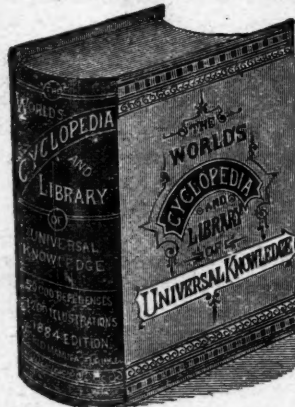
ONE YEAR POSTPAID, AND

THE 50 PHOTOS OF YOURSELF FREE.

The American Journal of Education

TAKES THE LEAD WITH

AN EXTRAORDINARY OFFER



The Printing Press has revolutionized the world. Three Hundred years ago only the Priests had general knowledge, a hundred years since only one man in fifty went beyond plain reading, now we grasp at every subject, and our children before they leave school know more than their grandfather's did after a life of three score years and ten. Scientists and Philosophers have tried to give the people a Knowledge of all Useful Subjects, but the cost of such Cyclopaedic Knowledge has been beyond the reach of the masses. Appleton's Cyclopaedia costs \$60, Johnson's cost \$85, and the Universal \$25, but the

WORLD'S CYCLOPEDIA And Library of Universal Knowledge, IS GIVEN FREE

to every one who subscribes to this paper. It contains 50,000 Separate and Distinct References, 1,200 Engravings illustrating various topics. Accurate and concise information on Art, Science, Philosophy and Religion, including learned essays by the Compiler, Prof. H. L. Williams and several hundred other authors. The articles on Anatomy, Architecture, Agriculture, Astronomy and the Fine Arts, are full and explicit. Botany, Chemistry, Engineering, Geography, Geology and History, are each treated ably and explicitly. The article on engineering is still further amplified by a full description, illustrated with plates and diagrams of the Great Brooklyn Bridge; Mechanics with plates illustrating Mechanical Motions. Mineralogy, Medicine, Law, Languages and Governments, are so clearly treated, that everyone who reads can understand. In addition to the full and complete Cyclopaedia, arranged in alphabetical form we have, bound up in the volume, a Complete Library of Knowledge, including a Guide to Correct Writing; Book-keeping, a complete guide to business; Chronological History; Mythology; AN INDEX TO THE HOLY BIBLE; a complete Brief Biographical Dictionary; Full and complete statistical history of the United States, corrected down to 1884. The Interest, Banking, Usuary, Insolvent and Homestead Laws of the United States are for the first time gathered together in one volume.

A LIST OF COUNTERFEIT NOTES WITH RULES FOR DETECTION OF COUNTERFEITS. Separate Dictionaries of Musical, Nautical, and Geographical terms; a carefully prepared treatise on Pronunciation, giving rules and examples whereby everyone can become his own teacher.

AN APPENDIX OF THE ENGLISH DICTIONARY.

giving hundreds of words not contained in the ordinary dictionaries. In fact the book is a complete library in itself, which in separate volumes would cost One Hundred Dollars. It has 500 pages, and is more profusely illustrated than any other Encyclopedia at the price, and contains a mine of information on almost every subject known to man. Every one of the many departments is worth more than the cost of the book. As "knowledge is power" this cyclopaedia will be a source of wealth to thousands in all ages and conditions in life. This handsome octavo volume is printed on good paper, and handsomely bound in cloth embellished with gold.

This valuable work we NOW OFFER FREE OF COST TO ALL. Realizing the need of a good work of Reference, and desiring to increase the circulation of our paper, we have decided that a copy of this unrivalled Cyclopaedia shall be placed in the hands of every subscriber. For full particulars see below.

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It is profusely illustrated, and contains a mine of information on almost every subject known to man. Every one of the many departments is worth more than the cost of the book. As "knowledge is power" this Cyclopaedia will be a source of wealth to thousands in all ages and conditions in life. It is not only the best but by far the cheapest Cyclopaedia ever published. This handsome octavo volume is printed on good paper, and handsomely bound in cloth embellished with gold.

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LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN }

ALL the illiterates have is a choice between darkness and darkness.

OUR teachers are the apostles of intelligence.

PROPERLY speaking, civilization is humanity developing itself into wisdom, power and love. Our teachers are the vanguard of this soul wealth.

Some of our teachers seem full of a dream—not only of a better day for which they work—but are guided by a light from a previous world.

EVERYWHERE in our educational system proper stress should be laid upon qualifications and attainments—and means should be provided to secure and pay for the most competent instructors.

Parsimony towards education is liberality towards crime—and school officers should not only understand this but be made to feel the force of this truth in all our school communities.

PROGRESS IN LOUISIANA.

THE results already achieved by the State Normal School under the administration of Dr. Edward E. Shieb, says the *Donaldsonville Chief*, attest the wisdom of his selection for this important trust.

The third year opens at Natchitoches, Oct. 12th. It was established for the purpose of affording instruction to the teachers of the Public Schools or to persons who desire to qualify themselves for teaching. Tuition, will be free, and board and lodging can be procured at very low rates—from \$1 to \$14 a month.

Applicants must be at least 16 years of age, must present a certificate of good moral character and appear during the week preceding the opening for examination in Reading, Writing, English Grammar, Arithmetic, Geography and History of the United States.

Further information can be obtained by addressing the President. All the graduates of the institution have readily obtained positions as teachers with good salaries, and their work has given entire satisfaction in every instance.

Louisiana needs the help the passage of the Blair Bill would give her school interests.

There has been a slight increase in the payment of the salaries of teachers, as there ought to be; but the average now is only \$33.28 per month, for three months.

We hope every teacher and school officer in the State will sign and send

on Petitions for the passage of the Blair Bill by the next Congress.

Hon. Benj. Franklin Jonas, United States Senator, after hearing all the arguments for and against the bill voted for it.

Louisiana would receive \$3,945,051.48, or about *Four Millions* as an addition to her school fund, when this bill passes. No time should be lost in signing, circulating and sending in Petitions.

Not because institutions such as this may be made to augment our individual influence in society—not because by the instruction which is here obtained, will the possessor be raised in wealth—not because, in popular language, "knowledge is power," but, because with enlargement of knowledge comes improvement of individual character and exaltation of social and national happiness. For this reason, let us adhere to the principle, that "Knowledge is good," because it is a source of blessing to mankind, and therefore deserves the cultivation of every reasonable man.

A STRONG PLEA.

HON. WM. PRESTON JOHNSON, President of Tulane University, New Orleans, makes a strong plea in the *Louisiana Journal of Education* for more memory training.

Pres't Johnson says:

"In this matter of

MEMORY TRAINING

it may safely be said that the pendulum has swung too far. Now we are in danger of forgetting the beautiful forms in which poets and philosophers have embodied their thoughts—forms which are sacred shrines—and what do we offer as a substitute? Our own crude and refracted inferences from the mother thoughts and master thoughts of star-crowned seers.

No, let the child learn the impassioned heart-cries of David to his Lord, the sublime imagery of Job and Isaiah, the pure white truth of the world-wide parables of the Master, the revolving mirror of Shakespeare's mental expression, Milton's stately verse, the simple music of a hundred lowlier, but immortal poets, the terse sayings of the Greeks, of Bacon, of Lamb, and of his friends even, the wisdom of the world compressed into its proverbs.

There is time for much of this, and we will not find, by reason of it, the well stored understanding and imagination less fit for the more strenuous athletics of reason-training and dialectic in its due season. Nay, but better fitted, for they will have the nutriment wherewithal to strengthen the intellectual fibre, and to brace the arm that wields the invincible cestus of Logic. Let us then give our children this food for youthful minds, and, as they advance, train the growing reason and high faculty of discourse.

Oh, the education of a child! Who

that has it in charge does not lament the mistakes of his own ignorance, impatience and negligence? If I felt that I had ever done my full duty by one little child in bringing out all that it was capable of, it would be the consolation for a thousand errors.

But no man can do this. This is a high privilege, and it is reserved for the spiritual woman who lives a life of supreme duty and self-devotion, and by her beautiful example converts virtue into action. It is only accomplished by some occult law of psychical transmission. It is inspiration. It is thus that God shows that the battle is not to the strong, and that his grace rests upon that sex which is the self-denying."

OBJECT TEACHING.

It is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school if you would have students advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE THAN DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards, and a set of Charts costs \$60.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without any further delay.

THE *Republican*, in undertaking to define the scope of the schools from the "Democratic standpoint," either misconceives or mis-states the actual condition of affairs.

1. Admitting that the object sought by public education is preparation for citizenship, it in no wise follows that this is attained by a mere

didactic teaching of the elementary branches.

2. It is certainly untrue that the Grammar Schools are, or ever have been, engaged in teaching any other studies.

3. There never has been any attempt to educate the pupils as "scientists, philosophers, and sages."

4. It is an illogical assertion that those who believe in Public schools, as distinguished from common schools, at all favor the idea of a socialistic, paternal government.

We have consulted an intelligent, well-posted Democratic friend who, however, is a genuine friend of public education, and wish to make our contribution to the inquirer from Belton, Texas. From a Democratic standpoint the scope of the free public school system (for in regard to the intent and design there is no disagreement at least in words) is the scope that recommends itself to each separate community which, according to sound Democratic doctrine, is the only proper judge of its own affairs. Where this community is large, prosperous, and intelligent, it will support the best of graded schools, supplemented by a High School predominantly English in its course of study. The institutions of higher learning are supported by the State at large, because the people of the State at large believe it to their interest to furnish such facilities. Hence, States such as Wisconsin, Michigan and Iowa, have proceeded upon a Democratic principle although not Democratic in politics—while Missouri has lent support just sufficient to continue the existence of its State educational institutions.

According to the *Republican's* doctrine that "Democracy considers only the good of the entire people, one can understand why such Democracy never executes any of its measures, since no measure can ever claim to reconcile all interests. The Democracy of a Jefferson was not at all of this character.

THE BEST BOOKS.

SIR JOHN LUBBOCK is known by students as a specialist; but he became generally known through his list of the best one hundred books. This result was due: 1st, to Sir John's social position; 2d, to the efforts of the press; 3d, to the controversies which immediately sprang up; and 4th, to an honest desire upon the part of uninformed persons to profit by the experience of those whose scholarship was supposed to be extensive. It was long before readers began to ask in regard to Locke's principle of *Utility*—useful for what? So it has not yet been determined what kind of "best books" are meant. That it would be impossible to limit the "best books" to any particular number, has become evident; but it is certainly possible and desirable to as-

certain what are reputable books adapted to the wants of the average reader, and calculated to give him the largest return for the time which he expends in reading.

In the amended list Sir John Lubbock yields to public sentiment, and enrolls the Bible as a separate class. The next six are beyond the needs of those most likely to seek assistance: the religions of the world form a subject to be studied or let severely alone—of nothing else is the advice so good to "drink deep, or taste not the Pierian spring." The next ten concern themselves with religion and morals, but make an incongruous gathering. It is very doubtful whether the average reader would include this department: it is reasonably certain that if he did, he would not concern himself except with a Kemble, Bunyan and Keble.

The next ten are Greek and Latin authors, who are without question "caviare to the general." The value of any of them in translation is more than questionable.

The Niebelungelied has interest for the student only; while Malory's *Morte d'Arthur* would attract those only who have a pronounced taste for literature and its development.

The next ten are Indian, Persian, Chinese or Greek, and would in no wise appeal to the average reader: indeed some of them seem repellant even to the well-informed writer of the editorial headed, "We assist in forming a Library."

The next two are Latin, and are not of presumable interest to the average reader.

Four at most of the first forty-one titles would appear in any list likely to be used by those seeking direction. This is the more remarkable because the "schools" are accused of teaching nothing but Latin and Greek, and yet a fairly well educated and conventionally trained American university man would not have attained that inherent and facile converse with foreign tongues which must be possessed by the British workman (as it certainly is not by the average British gentry) if Sir John's list is not wholly irrelevant or designed to show his own acquaintance with books.

In the direction of History, Sir John selects Gibbon, Hume, Grote, Carlyle, Green: certainly these should be known to the reader of history, although not to the exclusion of Clarendon, Macaulay, Freeman and Stubbs. The probability is that the average reader would find his greatest profit in some such work as Dickens' "Child's History of England"—using the books named above for filling out special periods. America too has a history, and the average reader might find what he desires by using Scudder's History of the U. S., Higginson's Young Folks' History, and Fiske's American Political Idea:

appealing to Bancroft and Hildreth, or to special treatises for more extended information.

The next nine titles are a miscellany: Bacon's *Novum Organon* is little likely to attract the general reader, although an acquaintance with it would prove a protection to those who find themselves interested in the physical sciences. Darwin's *Origin of Species* should be supplemented by quite an extensive acquaintance with scientific monographs; but it is probable that the average reader would find more to his purpose in the Science Primers.

Whether treatises upon Logic are a popular need, seems questionable: if so, there can be but little objection to Locke and Mill.

Political Economy is a topic of interest, but the place accorded Adam Smith and Mill by no means indicates that their present helpfulness is equal to the monographs issued by the Johns Hopkins University.

Berkeley and Descartes certainly do not appeal to any interest of the average reader. Lewes' History of Philosophy is in every way unsatisfactory to the general reader: a good cyclopedia will be found much more serviceable, if one would know the claims made for the leading metaphysicians.

Voyages and Travels are represented by Cook, Darwin and Humboldt. The reader must determine his choice by the kind of travels which he finds enjoyable, and can have no difficulty in finding the names of distinguished travelers.

The next division is devoted to the claims of English Literature. Dryden and Southey would hardly excite interest in any but a special student; while he who confined his knowledge of Goldsmith to the Vicar of Wakefield, would remain in ignorance of much that is popularly known and enjoyed.

Dante, Heine, the Arabian Nights, Montaigne, Moliere, Voltaire, Goethe, bring Sir John's list up to 89, but hardly form a necessary, attractive, or representative selection for the average reader.

The selection of writers of fiction embraces Miss Austen, Thackeray, Dickens, George Eliot, Charles Kingsley, Bulwer-Lytton and Scott—certainly names to which no one can take exception, farther than as they exclude other names entitled to notice.

Sir John has evidently changed his list to meet adverse criticism, but in so doing he has forsaken his own platform. The nineteenth century writers include many whom no one can afford to pass by in ignorance, and no reader of British Literature can afford to remain unacquainted with the Brownings, Byron, Campbell, Coleridge, Fielding, Hazlitt, Herbert, Lamb, DeQuincey, Robertson, Ruskin, Shelley, Sterne, Tenny-

son, Froude, Herrick and Waller.

Various attempts have been made to furnish Juvenile Lists: it is probable that lists distinguishing authoritative books adapted to different degrees of maturity will yet be made through our libraries, and thus furnish what the un instructed needs.

It is wise and best to send *ten cents* to register packages, as it insures a safe and prompt delivery.

EACH age, by its inherent tendencies, is different from every other age, and demands a different manifestation of the Eternal purpose. Hence, every laborer in the vineyard of letters must be thoroughly imbued with the spirit of his age if he would be permanently useful; while he who is not thus inspired, soon becomes a mere groper in the dark—both benighted and impotent.

This view explains the true civilizing principle of literature, and expands it so as to embrace all things human and divine. It is not only the expression of society, but also its very life and soul, and will become a powerful instrument for creation and regeneration.

Carlisle and Randall ought to know enough to know this.

DR. TOURJEE, director of the New England Conservatory, who has been absent from his post for the first time in about twenty years, on account of protracted illness, is still at Block Island, where he is rapidly regaining his strength. He expects to be so fully restored by September as to resume his duties at the opening of the fall term.

To relieve himself and Mrs. Tourjee from many details in the care of the Institution, he has called to his assistance Rev. Chas. Cotton Kimball, D. D., of Bennington, Vt., and Mrs. Kimball—the former as Superintendent of the Home, and the latter as preceptress.

Dr. Kimball is a graduate of Beloit College and of Union Theological Seminary, and has had twenty years' successful experience as a pastor and educator. Mrs. Kimball brings to the work a wide acquaintance with the needs of young people, and a happy facility in dealing with them. Their coming promises to be a great help in continuing the admirable administration of the Conservatory Home.

BY desiring what is perfectly good even when we don't quite know what it is and cannot do what we would, we are part of the divine power against evil—widening the skirts of light and making the struggle with darkness narrower.

No way has been found for making learning and heroism easy, even for the scholar. Labor—iron labor is for him. The world was created as an audience for him; the atoms of which it is made are opportunities.

Every teacher has in his own life follies enough—in his own mind troubles enough—in the performance of his duties deficiencies enough, without being curious about the affairs of others.

DON'T get the blues if the crops are short in your vicinity—the railroads will bring an abundance quick and for very little expense.

WE know that however high we may ascend the course of history, we see, not in each or any particular people, but in the human family as a whole, an uninterrupted endeavor to enlarge the boundaries of knowledge—always progressive—so that, from the obscurity of earliest time, we arrive step by step to modern science, more certain, more extended and more prolific in practical results than was ever known in preceding ages.

This progress is proved by the sovereignty which man has successively acquired over nature, subordinating to his will her most energetic forces and compelling them to accomplish the highest ends in the surest manner.

We see what the earth, transformed in an immense portion of its best surface has become under his hand.

The intelligent, instructed man subdues the billows, traverses seas, and his invincible thought, aspiring to still sublimer empire, makes his necessities to be served by the stars, which vainly flee in the deserts of space.

PLEASE call the attention of our friends to our Premium offers on page 11.

So many of the new postal clerks and route agents are not yet familiar with the location of postoffices, that it is best to send *ten cents* to register all valuable packages when mailed.

OUR friends must be patient, as we are obliged to omit several portraits and notices in this issue. They shall appear in the next JOURNAL.

It is said that there are now in New England 191,000 people who can neither read nor write, in the State of Pennsylvania 222,000, and in the State of New York 241,000, while in the United States there are nearly 6,000,000 who can neither read nor write.

Yes, we need to wake up and cultivate public sentiment in favor of longer school terms and the more liberal compensation of our teachers, and to show the danger and disadvantages of illiteracy.

Ignorant people have few resources of mind or body and consume very little. Intelligent people need every thing that is made, and have the wit and wisdom and industry to secure it and pay for it.

BEGIN early to organize a systematic effort for larger estimates and for longer school terms. The pupils and the people, too, need more education, and a more intelligent, and non-partisan interest in all these great questions of public concern.

RECENT LITERATURE.

AN unusually important work is announced by CASSELL & COMPANY. It is "Martin Luther—the Man and His Work," by Peter Bayne, LL. D. Dr. Bayne's sympathy is as great as his literary skill. The men and women of whom he writes are alive. The reader will not only be made acquainted with the facts of Luther's life, but he will follow the events of his career with the vivid realization of a spectator of a powerful drama. One who has seen the early pages, says of this remarkable work that it: "is undoubtedly one of the most comprehensive and accurate personal histories of that great promoter of the general democratic movement of modern times, and also a capital record of the notable chapter in spiritual evolution."

THE LINCOLN history in the *Century*, by the private secretaries of Mr. Lincoln, Messrs. Nicolay and Hay, will deal during the coming year with the political and military history of the early period of the war. New light will be thrown upon certain events of that period by the publication of correspondence and other documents never before printed, and unknown to but a small circle. The failure of compromise will be described and explained, as well as Lincoln's policy, conduct and confidential correspondence after his election and previous to his inauguration.

SHAKESPEARIANA for September contains *Notes on the Merry Wives of Windsor*, by Appleton Morgan. Mr. Morgan holds the theory that the variations of the Quartos from the Folios is caused by the actors' interpretation of "gags" of the time. It is from this standpoint that he writes the current series of articles.

W. H. Wyman holds that Ignatius Donnelly has committed himself too far to withdraw, and that he finds himself more and more unable to proceed.

The feature of "Selected Reprints" alone renders *Shakespeariana* invaluable.

HOUGHTON, MIFFLIN & Co. publish "A Princess of Java," by Mrs. S. J. Higginson. Those who like suitable accompaniments for their after-dinner coffee, will do well to make a note of this.

The *American* makes the "retort courteous," and shows that literary piracy is practiced quite freely by the Britons, who represent it as an American weakness.

PROF. JOHN F. GENUNG of Amherst College, will be remembered by many because of his timely and valuable monograph upon Tennyson.

He has now published, through Ginn & Co., "Practical Elements of Rhetoric," which we can safely recommend to all teachers and students of composition. Perhaps among the writers of text-books, H. N. Day was the first to give reasonable emphasis to a study of "Invention" as an element of composition; he, however, was not as successful in his treatment as in his conception. Prof. Genung has perceived at once the value of aid in this direction, and the limits within which it can be communicated. Possibly he errs on the safe side by restricting himself to the conditions under which "Invention" may be excited. Still if, instead of "sighing for what is not," we accept Prof. Genung's book for what it is,

we shall be quite ready to admit that his undertaking is worthy and worthily executed.

Constant readers of the JOURNAL will, doubtless, remember an article upon "The Rationale of Composition." The views therein expressed are now becoming the prevalent ones of the day, and the JOURNAL naturally appreciates the prevision which in this as in other cases it has manifested. The JOURNAL has never been self seeking, though it has sometimes been charged with excessive optimism. Mention is made of the vindication of the JOURNAL's positions, partly as a reason why our readers may continue the confidence which they have so fully given us, and partly because we know that many of the most approved of modern methods were given working form, if not invented by the contributors to the JOURNAL. Those who want an unabridged Rhetoric more modern than Blair's, will do well to acquaint themselves with Prof. Genung's work.

MR. GRITZ, whose advertisement appears in another column, is one of the oldest, most reliable and liberal Sewing Machine dealers in St. Louis, and we take pleasure in recommending him to our readers.

Do not overlook our Premiums on page 11.

Ely's Cream Balm has entirely cured me of a long standing case of catarrh. I have never yet seen its equal as a cure for colds in the head and headache resulting from such colds. It is a remedy of sterling merit.—E. L. Crosby, Nashville, Tenn.

THESE lofty souls working here on the earth, have they not seen visions of something better and nobler?

We know they have.

After Using a large number of preparations for catarrh, I am satisfied that of them all Ely's Cream Balm gives the most relief. I can recommend it to any one who may have catarrh, cold in the head or hay fever.—S. B. Lewis, Principal Graded School, Clinton, Wis.



**BABY'S
SKIN & SCALP
CLEANSED.
PURIFIED
AND BEAUTIFIED
BY
CUTICURA.**

FOR CLEANSING, PURIFYING AND Beautifying the skin of children and infants and curing torturing, disfiguring, itching, scaly, and pimply diseases of the skin, scalp and blood, with loss of hair, from infancy to old age, the CUTICURA REMEDIES are infallible.

CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, prepared from it, externally, and CUTICURA RESOLVENT, the new Blood Purifier, internally, invariably succeed when all other remedies and the best physicians fail.

CUTICURA REMEDIES are absolutely pure, and the only infallible skin beautifiers and blood purifiers, free from poisonous ingredients.

Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT \$1. Prepared by the POTTER DRUG AND CHEMICAL CO., BOSTON, MASS.

Send for "How to Cure Skin Diseases." **BABY'S** Skin and Scalp preserved and beautified by CUTICURA MEDICATED SOAP.

Look Here, Friend. Are you Sick?

Do you have pains about the chest and sides, and sometimes in the back? Do you feel dull and sleepy? Does your mouth have a bad taste, especially in the morning? Is there a sort of sticky slime collects about the teeth? Is your appetite poor? Is there a feeling like a heavy load on the stomach, sometimes a faint, all-gone sensation at the pit of the stomach, which food does not satisfy?

Are your eyes sunken? Do your hands and feet become cold and feel clammy? Have you a dry cough? Do you expectorate greenish colored matter? Are you hawking and spitting all or part of the time? Do you feel tired all the while? Are you nervous, irritable and gloomy? Do you have evil forebodings? Is there a giddiness, a sort of whirling sensation in the head when rising up suddenly? Do your bowels become costive? Is your skin dry and hot at times? Is your blood thick and stagnant? Are the whites of your eyes tinged with yellow? Is your urine scanty and high colored? Does it deposit a sediment after standing? Do you frequently spit up your food, sometimes with a sour taste and sometimes with a sweet? Is this frequently attended with palpitation of the heart? Has your vision become impaired? Are there spots before the eyes? Is there a feeling of great prostration and weakness? If you suffer from any of these symptoms, send me your name and I will send you, by mail,

One Bottle of Medicine FREE

Send your address on postal card to-day, as you may not see this notice again.

Address, naming this paper, Prof. HART, 210 E. 9th St., N. Y.

NORTON'S --Catarrh Remedy-- A Guaranteed Cure.

PRICE 50 CENTS,

At Druggists or by Mail.

E. N. JOHNSON, Warrensburg, Mo.

10-20-41 Mention this Journal

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For CONSUMPTION, ASTHMA, BRONCHITIS, DYSPNOEA, CATARRH, HAY FEVER, HEADACHE, DEBILITY, RHEUMATISM, NEURALGIA and all Chronic and Nervous Disorders.

"COMPOUND OXYGEN" being taken into the system, the Brain, Spinal Nerves, and the Nerve-Ganglia—Nervous Centres—are nourished and made more active. Thus the Fountainhead of all activity, both mental and physical, is restored to a state of integrity, and the nervous system, the organs, and the muscles all act more kindly and efficiently.

"The Compound Oxygen Treatment" Dr. Starkey & Folen, No. 1529 Arch Street, Philadelphia, have been using for the last seventeen years in a scientific adjustment of the elements of Oxygen and Nitrogen magnitized, and the compound is so combined and made portable that it is used all over the world.

Dr. STARKEY & FOLEN have the liberty to refer to the following-named well-known persons who have tried the Treatment: HON. WILLIAM D. KELLEY, Member of Congress, Philadelphia. REV. VICTOR L. CONRAD, Editor Lutheran Observer, Philadelphia. REV. CHARLES W. CURRIE, D. D., Rochester, N. Y. HON. WILLIAM FERN NIXON, Editor Inter-Ocean, Chicago, Ill. REV. A. W. HOOVER, Editor The Centenary, Lancaster, N. C. W. H. WORTHINGTON, Editor New South, Birmingham, Ala. JUDGE E. F. THORNTON, Queens, Kan. JUDGE R. & YORRKEE, New York City. MR. E. C. KNIGHT, Philadelphia. MR. FRANK SIDDALL, Merchant, Philadelphia. HON. W. W. SCHUYLER, Eastern, Pa. & thousands of others in every part of the United States.

"COMPOUND OXYGEN—its Mode of Action and Results" is the title of a new brochure of two hundred pages, published by Dr. Starkey & Folen, which gives to all inquirers full information as to this remarkable curative agent, and a record of several hundred surprising cures in a wide range of chronic cases—many of them after being abandoned to die by other physicians. Also "COMPOUND OXYGEN—its Origin and Development" an interesting book of one hundred pages. Both or either will be mailed free to any address on application. Send the brochure!

DRS. STARKEY & FOLEN,
1527 & 1529 Arch Street, Philadelphia, Pa.

Tutt's Pills

stimulate the torpid liver, strengthen the digestive organs, regulate the bowels, and are unequalled as an anti-bilious medicine. In

Malarial Districts their virtues are widely recognized, as they possess peculiar properties in freeing the system from that poison. This popular remedy rarely fails to effectually cure

Dyspepsia, Constipation, Sick Headache, Biliousness and all disorders arising from a Torpid Liver and Bad Digestion.

A Proclamation! Dr. J. Guy Lewis, Fulton, Ark., says: "A year ago I had bilious fever; Tutt's Pills were so highly recommended that I used them. Never did medicine have a happier effect. After a practice of a quarter of a century, I proclaim them the best

ANTI-BILIOUS medicine ever used. I always prescribe them in my practice."

Sold Everywhere. Office, 44 Murray St. New York. Tutt's Manual of Useful Receipts sent Free

Piso's Remedy for Catarrh is the Best, Easiest to Use, and Cheapest.

CATARRH

Sold by druggists or sent by mail. 50c. E. T. Hamline, Warren, Pa.

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